Designing Effective Hybrid Foreign Language Classes
CALICO, June 14, 2012

Merica McNeil, University of Arizona
Thom Thibault, Southern Illinois University
Hélène Ossipov, Arizona State University
Christopher Jones, Carnegie Mellon University
Katie Angus, University of Arizona
I. Overview of designing hybrid foreign language classes (Merica McNeil)

II. Hybrid German at Southern Illinois University (Thom Thibault)

III. The accidental hybrid (Hélène Ossipov)

IV. Student accountability and achievement in hybrid courses (Christopher Jones)

V. Assessment in the L2 hybrid classroom (Katie Angus)

Q & A
Overview of designing hybrid foreign language classes

Merica McNeil
Ph.D. student, Second Language Acquisition & Teaching
University of Arizona
merica@email.arizona.edu
Blended
Hybrid

Time in the Classroom
(Face-to-Face Learning)

Independent Learning
(Online)

Collaboration
(In the classroom and online)
% varies...
Why hybrid?
Digital natives
But how?
The Understanding by Design Guide to Creating High-Quality Units

Grant Wiggins and Jay McTighe
Backward design (Wiggins & McTighe)

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.
1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction
Different philosophies of teaching
Seven principles for good practice in undergraduate education

(Chickering & Gamson, 1987)

1. Encourage contacts between students and faculty.
2. Develop reciprocity and cooperation among students.
3. Use active learning techniques.
4. Give prompt feedback.
5. Emphasize time on task.
6. Communicate high expectations.
7. Respect diverse talents and ways of learning.
Twenty-first century teachers may find it necessary to set aside their role as teachers and “become designers of learning experiences, processes, and environments.”

- James Duderstadt (1999) [Nuclear Engineering Professor; Dean, Provost and President of the University of Michigan]
• E-text with hyperlinks to play sounds files
• Multimedia Student Activity Manual
• Digital Videos online (w/ or w/o subtitles)
• Readiness check
• Grammar tutorials
• Downloadable multimedia (videos, audio, flashcards)
• Additional practice including games
• MediaShare for videos
• Podcasting site
• Blackboard Instant Messaging & virtual class
• Discussion board (text chat and record voice)
Customized course portal

http://www.pearsoncustom.com/az/ua_myfrenchlab/
Developing supplementary materials

Work in progress

Stay tuned for more info next year at CALICO!


Hybrid German

Thom Thibault
Southern Illinois University
Other student pairs are competing against them. They start at different access points on the platform.
Hybrid German

- Exciting, interactive. The fashion show was fun!
- Got to work with classmates practice German together.
- You can have fun while learning.
- The visual while learning words.
- It was something different and fun.
- It was something I liked on stressful days where I didn't feel like doing much.
Hybrid German

• Just didn't like it, and really did not like having to sign up for it as part of my grade, like an invasion of privacy even though it was an avatar.

• Too many people abuse it by being distracting when others are trying to pay attention and learn.

• Sometimes it felt like we couldn't get enough learned because there was so much going on.

• I found whenever we used Second Life that there were too many distractions going on to focus on German. Also, When asked to respond seeing other people's responses made it difficult to think of a different unique answer.
Hybrid German

<table>
<thead>
<tr>
<th>Lokale</th>
<th>Im Restaurant 1</th>
<th>Im Restaurant 2</th>
<th>Verben</th>
<th>Sonstiges</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>100</td>
<td>200</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>100</td>
<td>200</td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>200</td>
<td>200</td>
<td>200</td>
<td>100</td>
<td>300</td>
</tr>
<tr>
<td>300</td>
<td>300</td>
<td>300</td>
<td>100</td>
<td>400</td>
</tr>
</tbody>
</table>
Hybrid German

- Had a more traditional feel, plus it accompanied the book.

- Games, games, games--Jeopardy, matching, flash cards all great for learning. It was good to get the immediate feedback.

- Good learning tool, the exercises are easy to understand. Could repeatedly take the quizzes. Better than the book.

- I liked the ability to check my answers and see how I did right away. It helped me in figuring out and understanding my mistakes so I could avoid them in the future.

- The ability for Dr. T to create questions and make the program for class.
Hybrid German

• The non-supplement exercises.

• Very dull.

• I like to write out answers sometimes rather than type them.

• I didn't always have the concepts down, even when I completed the exercises.

• The fact that after one try it gives you all the answers, this makes it easy to become lazy and just get the answers and correct it a second time.
Hybrid German
Hybrid German

- The different medias that are used to teach you the words.
- The chance to learn independently.
- Its interactivity.
- It was interesting and broke everything down for you so you could understand things easily.
- I liked being able to simply click on words I didn't know to see what they meant. Also, being able to have control over what I re-listened to and looked up was nice, because I didn't need to waste time looking up things I knew.
Hybrid German

• The exercises/jokes were corny... ;)

• Not very engaging.

• It wasn't explained/the background/the point before we were supposed to use it.

• I wish we wouldn't have worked for so long on the ones we worked on and did them more often. I found them to be a good learning tool.

• Too much too fast.

• Not used very often.
Hybrid German
Hybrid German

- It helped with pronunciation.
- It was short.
- Being able to hear the vocab pronounced properly at my leisure.
- Ease of use and ability to listen to others.
- Got to hear what the words should sound like. If I ever needed to know how a word should be pronounced I could go to Voxopop and listen to what Dr. T said without being obnoxious in class.
Hybrid German

• Listening to myself after recording.

• No feedback on how well I was doing.

• Having to pronounce words I was a little unsure of for everyone to hear.

• Saying the word lists into the lab computer, where everyone else was quiet. I always felt rude doing that.

• Home computer's microphone didn't work, so had to record before class.
Hybrid German

• Audio

• No written materials

• Based on short conversations

• 1/2 hour lessons
Hybrid German

- Ease of use.

- Hearing full phrases in audio, then the chance to repeat.

- I could do it almost anywhere, at anytime.

- I provided me a way to practice between classes.

- It was repetitive and helped me learn phrases.

- Mobility.
Hybrid German

• It felt so long!

• Mundane repetition.

• Not personal and not always completely explanatory.

• It was hard to focus on a lesson that lasted as long as each one did. It's easier for me to practice when I can see the words as well as hear them, straight audio doesn't stick with me.

• The slow pace could get boring after a while.
Lessons Learned #1

Not everyone in the Digital Generation is smitten with technology.
Some students do well in a hybrid learning environment, some don't.
Some students are willing to try something new, some aren't.
Hybrid German

Lessons Learned #4

The more technology you use, the more likely it is that the level of frustration will increase among the unenthusiastic.
Lessons Learned #5

The more technology you use, the more likely it is that the level of distraction will increase.
Lessons Learned #6

The more technology you use, the more likely it is that Murphy will rear his ugly head.

MURPHY'S LAW
IF IT CAN GO WRONG, IT WILL!
Hybrid German

Lessons Learned #7

Students who are willing to try something new, are not intimidated by technology and learn well autonomously, are better suited for hybrid learning environments.
Alles hat ein Ende

nur die Wurst hat zwei.
Student accountability & achievement in hybrid courses

Christopher M. Jones
Carnegie Mellon University
CALICO 2012
Environmental assumptions

- Hybrid as alternate form of instructional organization and delivery, not as money-maker or method to increase student-faculty ratios
- Explicit curricular and courseware design for hybrid delivery
- Equivalent time commitments by students and faculty hybrid / conventional classroom
- Interactivity of classroom F2F maintained through individual meetings &/or CMC
Accountability

- Problem 1: False beginners in on-line courses;
  - Solutions:
    - Careful placement (machine + human)
    - Instructor awareness of work patterns in course (tracking tools)

- Problem 2: Identity of students completing assignments & tests remotely
  - Solutions:
    - Variable weighting of remote and monitored testing
    - Importance of face-to-face (physical/virtual) components
Accountability

French Online (OLI) tracking tools

Which pages have students clicked in this module?

- page viewed by student, does NOT indicate that assignments on the page were completed.
Measuring Achievement

- Scope and Sequence
- Learning Objectives
  - Well-defined / ill-defined components
  - Granularity
  - Analytics / Aggregating
- The Learning Dashboard
Measuring Achievement

The Learning Dashboard

How many students have *completed* this activity?

13 of 15 students

What is the average percentage correct for this activity?

75% correct

Where did students make the most mistakes?

<table>
<thead>
<tr>
<th>Question</th>
<th>Students</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 82</td>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>Question 65</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Question 70</td>
<td>2</td>
<td>0%</td>
</tr>
<tr>
<td>Question 44</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>
Measuring Achievement

The Learning Dashboard

Question 4

Choose a logical response.

A. (Correct)

B. (Incorrect)

Question: M1L3_pool1_q4

Back to Questions

Question 5

Choose a logical response.

Où étudiez-vous?

A. (Incorrect) Je n'étudie pas beaucoup.
B. (Correct) J'étudie le génie mécanique.
C. (Incorrect) J'étudie à la faculté à Nantes.

Back to Questions
Conclusions

• Problems relating to student accountability & achievement are not unique to distance / hybrid instruction; solutions may be
• Evolving tools may allow for better student tracking & modeling than for students in conventional classrooms
• Instructor roles continue to be central, and critical, in monitoring student effort and achievement

cjones@andrew.cmu.edu
The Accidental Hybrid

Helene Ossipov
Arizona State University
helene.ossipov@asu.edu
Class format

• Theory of pronunciation
  o IPA
  o Transcription exercises
  o Specific aspects of French
    § Prosody
    § Vowels
    § Aspiration, resonants

• Practice
  o Done in language lab using a variety of resources
Hybridize which part?

**Theory**: students can read theory and do written exercises that are corrected online. Pronunciation drills are done in F2F format, so the instructor can give immediate feedback.

**Practice**: students work on pronunciation on their own, submit audio files for feedback. Theory topics are discussed and transcription exercises are done in class.
Solution

Hybridize both students do some theory work and reading on their own, do some pronunciation work on their own

meet in lab or in class as appropriate
Virtual class November 30

1. In Rhythm of French, go through Chapter 15, doing all the exercises. Pay especial attention to the part on Quebec French.
   *NB: the lab will be closed all Thanksgiving weekend, so make sure you get there before Wednesday at 9 p.m.

2. Listen to this speaker from Baie-St-Paul, a lovely town about 1.5 hours from Quebec City. Note 5 characteristics of Canadian French according to RoF. Give 2 examples of each.

Do NOT send a separate file, but answer this question in part two, where it says assignment materials>submission. For Sunday, Dec. 4 at 11:30 p.m.

Virtual Classes November 21 and 23

For these classes, we'll be working on two sounds: /a/ and the combination of /s/ or /z/ with /j/. All work is due on Sunday, November 27 at 11:59 p.m.

I.
   a. in Phonétique Française, go to leçons>voyelles orales>a and go through the lessons, through slide 35.
   b. go to the French Pronunciation Workshop and practice those words.
   c. record your 10 favorite words from the FPW here.

II.
   a. in Phonétique Française, go to leçons>consonnes>la palatalisation and go through the lessons, slides 7 through 11.
   b. go to the French Pronunciation Workshop and practice those words.
   c. record your 10 favorite words from the FPW here.
Result

Evaluations:
exam and final grades not noticeable different from traditional classes in past

some students adapted well, others really did not like the hybrid
Assessment in the L2 Hybrid Classroom

Katie Angus - angus@email.arizona.edu
University of Arizona
PhD Candidate in Second Language Acquisition and Teaching (SLAT)
Advantages

• Multi-modal
• Save paper
• Automatic grading
• Multiple attempts can be allowed
• Test banks
• Maximize teaching time
• Flexibility with time and location
• Assessments can be scheduled and show up automatically for students
• Pre-determined feedback systems
Challenges

• Having enough computers
• Feedback & partial credit is time consuming
• Grading mistakes in the answer keys are sometimes difficult to fix
• Making sure students see feedback
• Evening deadlines can pose problems
• Technical issues
• Testing/formatting is limited to the system's capabilities
• Lack of authentic texts
<table>
<thead>
<tr>
<th><strong>Advantages</strong></th>
<th><strong>Challenges</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Change date and time allowance easily</td>
<td>• Setting up different preferences for various users</td>
</tr>
<tr>
<td>• Increase font size</td>
<td></td>
</tr>
<tr>
<td>• Increase volume and use headphones</td>
<td></td>
</tr>
<tr>
<td>• Write essays using a keyboard</td>
<td></td>
</tr>
</tbody>
</table>
Academic Integrity

Advantages
• Limit certain outside materials/browsers
• Disable copy/paste
• Strictly timed

Challenges
• Share answers (because of scattered test periods or because a record of answers is kept)
Recommendations (1)

• Have low stakes assignments before big ones so students can see how the software works
• Take the test as a student
• Be on hand to deal with technical issues, or give an explicit policy about what to do
• Have high stakes tests in a lab and use monitoring software
• Reduce time to give less time to consult outside material
Recommendations (2)

• Lock other browsers from opening during exams
• Do writing assignments on paper
• Verify sound files before students leave lab
• Post a sample exam/explain the format
• Block copy and pasting
• Use an image of a text
• Separate exams/quizzes into segments
Q & A